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ABSTRACT

This manual contains information regarding the administration of the Oregon Statewide Assessment Program's tests in reading and literature, mathematics, science, and the social sciences. Parts of the manual address (1) background and preparation for testing; (2) general administration; (3) administering the mathematics test; (4) administering the reading/literature, science and social science tests; (5) third grade assessment procedures; (6) returning materials; (7) guidelines for including students in testing; and (8) additional questions or information. A chart listing types of adaptations, standard administration allowable accommodations, and administrations with modifications is attached. (RS)

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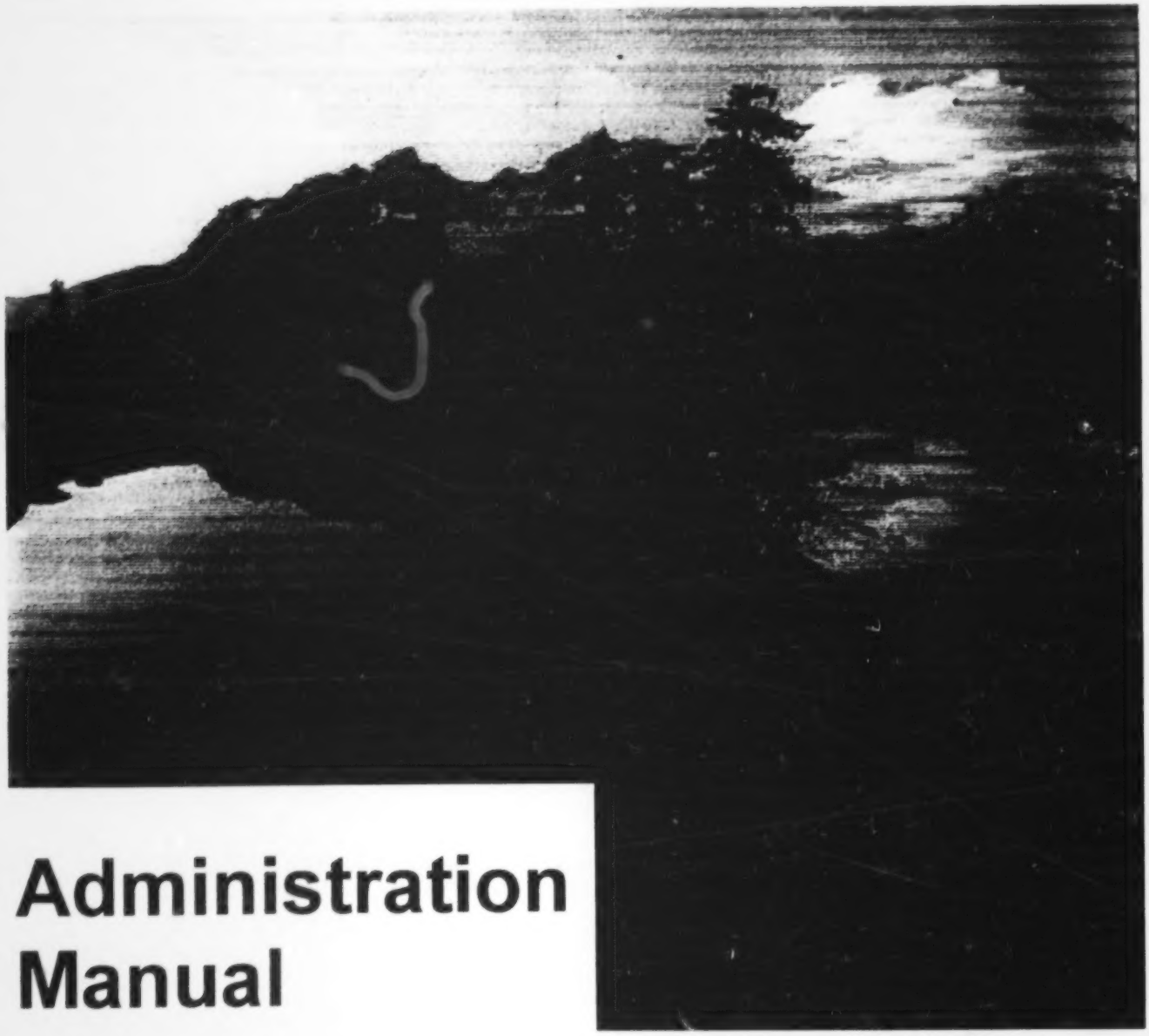

Administration Manual

CS 216 735

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1999 OREGON STATEWIDE ASSESSMENT PROGRAM

READING AND LITERATURE, MATHEMATICS, SCIENCE AND SOCIAL SCIENCE

ADMINISTRATION MANUAL

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INTRODUCTION

Thank you for participating in the Oregon Statewide Assessment Program. Before administering any of the tests, please thoroughly familiarize yourself with the procedures and directions in this manual.

The information in this manual should answer most questions regarding the administration of the assessment. A separate Field Coordinator's Guide provides information for Test Coordinators at the district and school levels.

PART 1: BACKGROUND AND PREPARATION FOR TESTING

The primary purpose of the Oregon Statewide Assessment Program is to ascertain the achievement level of individual students and compare that achievement with Performance Standards established by the State Board of Education at each Benchmark grade level. Local school districts will obtain valuable information about the performance of their students on the Content Standards adopted by the State Board. This information will allow local educators to compare their students' performance with that of their peers in similar schools across the state.

Who Will Be Tested?

Students in grades 3, 5, 8, and 10 are expected to participate in the assessment. **Every student must be accounted for and have an answer sheet turned in, even those exempted or absent.** Students in ungraded programs should return an answer sheet based on their age/grade equivalent. Therefore, answer sheets should be returned for every student enrolled at grades 3, 5, 8, or 10, even though some may contain only student, school, and district information and the test performance space may be blank.

The definition of a grade 10 student is: "a student who was first enrolled in grade 9 in the student's most recent previous year in school."

For some students the test should be adapted (modified), or there may be students who, for any of various reasons, should be exempted from testing. When making the decision to modify the test or exempt any student, you should very carefully follow the procedures outlined in the "Guidelines for Including Students in Testing" section. (See Part 7 of this manual.) For the 1999 tests, side-by-side Spanish/English and Russian/English versions of the multiple-choice **mathematics tests** will be available. Contact your District Test Coordinator to obtain copies of the side-by-side tests.

Please record information in the "Exemptions & Modifications" grid on the front of the folder for students who are absent throughout the testing window and who are unable to complete a make-up test, as well as for any students who are exempted, or students for whom the test is modified. Mark the appropriate exemption, absence, or modification circle. (Codes are explained on page 4 and page 11 of this manual.)

An answer document must be turned in for every student for each test, even if he/she does not take the test.

Overview of Procedures

Testing Dates: The testing of reading and literature and mathematics must be completed between March 29 and April 16. The testing of science and social science must be completed between March 29 and April 23. Exact dates of testing in your classroom will be decided by your school or district.

Testing Times: This is a power test, not a strictly enforced timed test. Students should be allowed to continue working as long as they are making reasonable progress. Most students will finish within the guidelines. Remember to add time for distribution and collection of the tests. Allowing additional time for administering sections of the test in smaller segments is an acceptable practice for any individual student.

Subject Area	Grades	Testing Time**
Reading/ Literature	3, 5, 8, 10	Two 50-minute sessions
Mathematics	3, 5, 8, 10	Grade 3 – 50 minutes Grades 5, 8, 10 – 60 minutes
Non Calculator	3, 5, 8	5 – 15 minutes
Science	5, 8, 10	Two 40 – 50 minute sessions
Social Science	5, 8, 10	Two 40 – 50 minutes sessions

** See page 7 for instructions on breaking 3rd grade tests into shorter sections.

Make-up Tests: Make-up testing opportunities for students who are absent during the regular testing times are needed. Every effort should be made to test all eligible students in the designated grades. **All testing must be completed by April 23.**

Assembling Materials for Testing

Prior to opening any of the test materials, you should read and sign the *Assurance of Test Security* form and return it to your School Test Coordinator.

In addition to this *Administration Manual*, you should have the following materials for testing:

- **Answer Documents.** One answer sheet is provided for each student in grade 3 and two are provided for each student in grade 5—one for reading and literature and mathematics and one for science and social science. Four answer sheets, one each for reading/literature, mathematics, science, and social science, are provided for each student in grades 8 and 10. Spanish versions of any sheet with mathematics are also available. Students using the Russian/English test booklet will use the standard answer sheet. The School Test Coordinator has extra answer documents should you need them.

- **For Each Student - Test Booklets:**
  - One booklet (Forms A – E) at grade 3 for both reading/literature and mathematics.
  - Two booklets (Forms A – E) at grade 5, one in reading/literature and mathematics and one (Forms A – D) for science and social science.
  - Four booklets at grade 8, one (Forms A – E) for reading/literature, one (Forms A – E) for mathematics, one (Forms A – D) for science and one (Forms A – D) for social science.
  - Four booklets (Forms A – D) at grade 10, one for reading/literature, one for mathematics, one for science, and one for social science.

- **Classroom Information Sheets.** A separate Classroom Information Sheet for each class and each test should be filled out prior to returning the materials. Directions for completing the sheets are printed on them.

- **Paper Bands.** For grades 3 and 5, answer documents and Classroom Information Sheets should be bundled together using paper bands. For grades 8 and 10, the answer documents and the appropriate Classroom Information Sheets should be bundled together using paper bands.

You will also need to make sure that students have:

- **Number 2 Pencils.** Have a supply of extra pencils for students who may not have brought their own. Be sure the pencils are sharpened and have erasers.

- **Calculators and Manipulatives.** Students should have access to calculators, rulers, manipulatives and other tools on most of the mathematics test. Textbooks, wallcharts with mathematical content shown or described, computers or notes should not be available. Scientific calculators are recommended for use at grades 8 and 10. Students who currently use graphing calculators should be allowed to use them, but calculators with keyboards are not allowed. Calculators are not allowed on the non-calculator portion of the grade 3, 5, or 8 test.

- **Scratch Paper**. Students may need scratch paper for the mathematics test, so you should have it available. Sufficient quantities of the mathematics test booklets have been provided so that students may do their "scratch" work in the booklet, provided that the teacher assures that the booklet is not used by another student for either the mathematics or reading/literature test.

Form E Guidelines

The "E" forms are intended to provide more accurate scores for those students likely to respond to fewer than 30% of the answers correctly. Form E versions of the Oregon Statewide Assessments are available at grades 3, 5, and 8 in reading/literature and mathematics only.

General guidelines for student identification include: (1) The student had an I.E.P. or 504 plan that specifies the use of a "lower" level test instrument. (2) the student is enrolled in Title 1 or other supplementary classes for this content area, and/or (3) the performance of the student is significantly below grade level.

The Spanish/English "E" form of the mathematics tests should be used with those students whose mathematical content knowledge is significantly below grade level. Form "E" does not reduce the amount of "language" on the test.

Last year, approximately 5% - 8% of the students statewide scored in the range that would be suited to

a lower level test. For grade 3 reading and literature, about 12% scored in this range.

If the student is likely to score below the following scale score points on the state assessment then Form E should be used. (You may use the state sample tests to estimate the student's current achievement, although teacher judgment is usually sufficient.)

Grade	Scale Score Range for "E" Test Forms	
	Reading/Literature	Mathematics
3	193 and below	186 and below
5	201 and below	202 and below
8	209 and below	216 and below

If you need more of Form "E", contact your District Test Coordinator.

PART 2: GENERAL ADMINISTRATION

You may administer the tests in whatever order you wish, according to what is convenient for the schedule in your school or district.

Each test ends with some survey questions. These questions do not have correct answers, but do provide valuable information for schools and districts about their instructional programs. Students should be instructed to select the answer that best represents what is true for them. These directions are included in the verbatim instructions provided for you to read before each test is administered.

Some Helpful Procedures

1. Several days prior to the day of testing, review this manual and ask your School Test Coordinator any questions you have.
2. Several days prior to the day of testing, count to make sure you have the proper quantity of materials. Notify your School Test Coordinator if you need more.
3. Observe test security measures prior to testing. Keep all materials in locked storage until you are ready to distribute them to students. **These are secure documents: no part of the test materials may be reproduced in any way prior to, during, or after the testing, nor may any copies of the materials be kept in the school building or district office after the test administration is complete.**
4. Minimize interruptions or disturbances during testing. Post a **"TESTING – PLEASE DO NOT DISTURB"** sign on the door while testing is in progress.
5. Plan time for make-up testing for students who are absent for any portion of the regular testing periods. Every effort should be made to assure that all students have an opportunity to complete all assessments even if they have been absent for one or more of the regular testing periods.
6. Let students know that they may bring their own calculators or use calculators or manipulatives supplied by the school on most of the mathematics test.

Completing Student Information on the Answer Sheet

1. Most districts will have pre-coded answer sheets for most students. If so, hand them out to the appropriate students. Where information is missing on pre-coded answer sheets, students or teachers should fill in the missing information, both writing information in the boxes and bubbling the corresponding information in the grid for that section.
2. For students who do not have a pre-coded answer sheet, or for districts who have not provided pre-coding information, have each student fill out all information on page 1, using a #2 pencil. DO NOT USE one student's pre-coded answer sheet for another student. If students do not have a pre-coded answer sheet, you must give the student a blank answer sheet and all information must be bubbled in by hand. Many schools have found it beneficial to complete student information on the answer sheet **the day prior to actual testing.**
3. The information to be completed includes:
   - District Name
   - School Name
   - Teacher Name
   - Period No. (Optional)
   - Student Name – left justify
   - Student ID # – right justify (Optional)
   - Date of Birth
   - Sex
   - Mobility
   - Ethnic Background
   - Participation in Special Programs
   - Degree of English Fluency
   - Parent Most Educated – level of education of most educated parent (grades 8 & 10 only)

It is important that teachers/test administrators review this information carefully for completeness and accuracy prior to submitting the finished test materials to the School Test Coordinators.

Every student in every classroom **must** have an answer sheet even if he/she is not tested. For students exempted, participating under modified conditions, or absent, complete the above information and code the answer document (in the box labeled Exemptions & Modifications) with the appropriate exemption or modification using the numerical codes below. See Part 7 for detailed Guidelines for Including Students in Testing. These procedures have been updated for the 1999 Test Administration. **Please review the changes in Part 7 carefully before marking any exemption or modification codes on a student's answer sheet.** For students in Special Education, exemption and modification decisions have generally been made by the IEP team and should be listed in the student IEP.

Exemption and Modification Codes

1. Absent (for an extended period of time)
2. Exempted – Non-literate in English, Spanish, or Russian
3. Modified Procedures – Non-literate in English, Spanish, or Russian
4. Exempted – Students with Disabilities
5. Modified Procedures – Students with Disabilities
6. Home Schooled/ Not Enrolled in District
7. Other
8. Withdrawn from the school/district

PART 3: ADMINISTERING THE MATHEMATICS TEST AT GRADES 5, 8, AND 10.

(Particular directions for administering the test to third grade students can be found on page 7 of this manual.)

Please read aloud to the students the material that appears in the boxes.

The first portion of the mathematics test will take approximately 60 minutes. The non-calculator "Computation Items" will take approximately 15 minutes. Schools may administer the test in one sitting if sufficient time is available. Otherwise, schools may wish to break the test into two segments, planning for approximately 30 minutes of actual testing time in each. In this case, students should be instructed to complete items 1 – 30 (1 – 20 for grade 3) and then stop, completing the remaining items on the second day.

Make sure that all students have several #2 pencils. If test booklets are being used by one student only, they may do their figuring in the test booklet. If the same booklets are being used by other students in different classes or if for some other reason you prefer that students not write in the test booklets, you will need to distribute scratch paper.

Students should have access to calculators, rulers, manipulatives and other tools on most of the mathematics test. Textbooks, wallcharts with mathematical content shown or described, computers or notes should not be available. Scientific calculators are recommended for use at grades 8 and 10. Students who currently use graphing calculators should be allowed to use them, but calculators with keyboards are not allowed.

1. Hand each student his or her own answer sheet. When you have finished doing that, say:

Today you are taking a mathematics test. Most students will finish at least the first portion in about 60 minutes. If you are not finished after 60 minutes but you are working hard and making progress, I will give you additional time to finish the test.

As you finish the main portion of the test, put your calculator away and bring your test booklet to me. I'll give you the last page of problems for you to solve. (Grades 3, 5, and 8 only)

OR

Today you are taking the first part of a mathematics test. Most students will finish in about 30 minutes. If you are not finished after 30 minutes but you are working hard and making progress, I will give you additional time to finish the test.

Each of you will have a test booklet and answer sheet. Do not open your booklet or write anything until I tell you what to do.

2. Hand out the test booklets to students in the order that they are packaged or in the order they were given to you from the last administration. Do not attempt to re-order the booklets. If some students will be using Form E, simply distribute it to them as you pass out the other booklets, continuing with Forms A – D in the order they are packaged. (Form E guidelines are on page 2.)

3. Then say:

Before you do anything else, look at the cover of your test to see what form you're taking. Bubble in that letter in the Form Identification box at the top of the mathematics section. It's very important that you bubble in the same letter as the form you're taking.

This test may be different from others you've taken. Do not spend too much time on any one question, or you won't make it all the way through the test. The test items are not arranged in order of difficulty, so easier or more difficult items may appear anywhere in the test.

You should try to answer all of the items. The last few questions on the test are survey items; they don't have a correct answer. You should just answer what is true for you.

If you come to an item anywhere in the test that you can't answer, skip it and go on to the next one. When you have made it through the entire test, go back to the questions you skipped. Try to eliminate one or two of the answers you know are wrong. Find the best answer even if you are not sure; there is no penalty for guessing.

If you think more than one answer COULD be correct, pick the BEST answer. Remember, you are not expected to know all the answers. Just do the best you can. Are there any questions?

4. Answer any questions, then say:

You may use a calculator or other manipulatives on the first portion of this test for any math problems where you think they might be helpful.

Answer any questions students might have about calculators or manipulatives on the test.

Turn to page M1 in your test booklet and begin.

5. Monitor the students' progress as they are working on the test, and answer any procedural questions.

6. Fill in the Classroom Information Sheet for mathematics according to the instructions printed on it if you have not already done so. Individual Student Reports and Class Roster lists will be returned to your school based on the information on the Classroom Information Sheets.

7. As students finish the major portion of the test, they will put away their calculators and bring you their test booklet. As each student hands in his or her test booklet, pass out the non-calculator portion of the test. (Grades 3, 5, and 8 only.)

   If students are working in two sessions, have them place their answer sheet into the test booklet (with their name showing) prior to handing it in.

8. When it appears that nearly all of your students have finished the major portion of the test or have stopped making progress on the test, say:

We are nearing the end of this testing period. If you need additional time to work on this test, let me know. You should check to see that you have tried to answer every item on the test. If there are items where you might know the answer but did not mark it on your answer sheet, go back and review them now.

Check your answer sheet to be sure you have bubbled in the correct letter in the Mathematics Form Identification box. The same letter should be marked in the Form Identification box as the test form you're taking; look at the bottom of your test booklet cover to see what form it is. THIS IS VERY IMPORTANT. Your answers will not be scored correctly if you have darkened in a circle on the answer sheet that is different from the letter shown on the cover of your test booklet.

Remember there is an additional portion to the mathematics test that is to be done without your calculator. Be sure you have planned ahead to have enough time to complete the remaining problems. (Grades 3, 5, and 8 only.)

9. When the test period is complete, have students put their pencils down and close their test booklets. Collect the booklets.

10. Collect the answer sheets, followed by the non-calculator test papers.
11. If the students have not completed all of the mathematics test, collect and prepare the answer sheets and test booklets for use in the next testing session according to your school's or district's instructions.

PART 4: ADMINISTERING THE READING AND LITERATURE TEST – OR – THE SCIENCE TEST – OR – THE SOCIAL SCIENCE TEST

The reading and literature and science and social science assessments will each take approximately two 40 - 50 minute sessions. (Grade 3 students will take reading and literature only and may use two to four shorter sessions). As always, individual students at any grade level should be given additional time if needed as long as they are making progress on the test.

Specific directions for administering the test to third grade students follow these general directions (see page 7).

Please read aloud to the students the information that appears in the boxes.

Make sure that all students have a number 2 pencil and that additional pencils are available.

1. Distribute the answer sheets. At grades 3 and 5, the student information on the front of the answer sheet may already have been completed if the students did the mathematics portion of the assessment first. At grades 8 and 10, students will need to follow the instructions for completing the information on the front of the answer sheet. This information is located on page 3 of this manual. When you have finished doing that, say:

Today you are taking Part 1 of a test on (reading and literature) – or – (science) – or – (social science). Most students will finish in about 50 minutes. If you are not finished after 50 minutes but you are working hard and making progress, I will give you additional time to finish the test.

(Grade 3 reading and literature: If this is the first test you are administering, see page 7 for instructions on the use of practice items.)

Each of you will have a test booklet and answer sheet. Do not open your booklet or write anything until I tell you what to do.

2. Hand out the test booklets in the order that they are packaged. Do not attempt to re-order the booklets. If some students will be using Form E, simply distribute it to them as you pass out the other booklets, continuing with Forms A-D in the order that they were packaged. (See page 2 for Form E guidelines.) Then say:

Before you do anything else, look at the cover of your test to see what form you're taking. Bubble in that letter in the Form Identification box at the top of (Reading and Literature) – or – (Science) – or (Social Science) Part 1 on the answer sheet. It's very important that you bubble in the same letter as the form you're taking.

This test may be different from others you've taken. Do not spend too much time on any one of the questions, or you won't make it all the way through the test. The test items are not arranged in order of difficulty, so easier or more difficult items may appear anywhere in the test.

You should try to answer all of the questions. If you come to a question anywhere in the test that you can't answer, skip it and go on to the next one. When you have made it through Part 1 of the test, go back to the questions you skipped. Try to eliminate one or two of the answers you know are wrong. Find the best answer even if you are not sure; there is no penalty for guessing.

If you think more than one answer COULD be correct, pick the BEST answer. Remember that you are not expected to know all the answers. Just do the best you can. Are there any questions?

3. Answer any questions, then say:

Turn to (Reading and Literature) – or – (Science) – or – (Social Science) Part 1 and begin. Make sure it says "Part 1" at the top.

4. Monitor the students' progress as they are working on the test, and answer any procedural questions.

5. When it appears that nearly all of your students have finished this portion of the test or have stopped making progress on the test, say:

We are nearing the end of this testing period. If you need additional time to work on this test, let me know. You should check to see that you have tried to answer every question on the test. If there are questions where you thought you might know the answer but did not mark it on your answer sheet, go back and review them now.

6. When the test period is complete, have students put their pencils down and close their test booklets. Then say:

Check your answer sheet to be sure you have bubbled in the correct letter in the Form Identification box. The same letter should be marked on your answer sheet as the test form you're taking; look at the bottom of your test booklet to see what form it is. THIS IS VERY IMPORTANT. Your answers will not be scored correctly if you have darkened in a circle on the answer sheet that is different from the letter shown at the bottom of your test booklet.

7. Collect the answer sheets, followed by the test booklets. NOTE: If you are breaking Part 1 or Part 2 into smaller segments, and students will be continuing in the same section of the test on the following day, it is important that the student continue in the same form. Students do not need to have the same form number for Part 1 and Part 2, but they must have the same form number for all of Part 1 and all of Part 2.

8. If the students have not taken all of the tests in the assessment, prepare the answer sheets and test booklets for use in the next testing session according to your school's or district's instructions.

9. Part 2. After handing out the test booklets and answer sheets, be sure each student fills the bubble in the Form Identification box that is the same as the form she/he is taking.

PART 5: THIRD GRADE ASSESSMENT PROCEDURES

It may take some younger students as long as 60 minutes to finish each part of the test. Therefore, you may wish to break third graders' testing into three or four shorter sections for the reading and two sections for the mathematics test. These shorter testing periods should enhance their performance and make their testing experience less stressful.

The exact stopping point is left to your discretion, but taking a break 20-30 minutes into the testing period will likely produce the optimum benefit. At the beginning of the test, let students know that you'll be taking a short break about halfway through the test. Then, when it's time for the break, simply ask students to set their test booklets and answer sheets aside for a while or collect the test booklets and answer sheets if you will resume testing much later or on a subsequent day. Students may be at different points in the test when you call for the break, but that is acceptable.

One type of break might provide between 15 minutes and an hour of interesting instruction or student work that does not tax the same mental skills students have been using to answer the test questions. The purpose, obviously, is to let students "rest their brains" without giving them a chance to work on the tests during the break or discuss the tests with classmates or others.

Another approach might be to project a logical stopping point in the test, asking all students to reach that point, and then resume testing the following day, in essence creating "mini-tests". We have confidence that Oregon's professional educators can appropriately structure this break, but urge that careful thought be given to how the break will be handled.

The goal is to provide younger students with a break from the fatigue of test-taking without compromising the validity of the test results. If you have any questions about the break or what might or might not be appropriate activities during the break, please contact Barbara Wolfe at the Oregon Department of Education, 503-378-5585 ext. 223.

Practice Items for Grade 3 Students

If this is the first time third grade students will use a separate answer sheet, plan to take an extra five or ten minutes to go over the following practice items. There is a special PRACTICE ITEMS box on the

answer sheet that you should use as part of this activity.

Just before you begin the first testing period, print the following on the chalkboard where all students can see them:

---

1. A. Circle C. Triangle
   B. Square D. Rectangle

2. A. 2 B. 8 C. 24 D. 35

3. A. A lot C. A little
   B. Some D. Not much at all

Once you have handed out the answer sheets to students and said the introductory sentence in the boxed instructions to students, say this:

All your answers to the test questions have to be marked on your answer sheet, not in the test booklet. Turn over your answer sheet now. You'll see that there's a section for the mathematics test, and two sections for the reading and literature test. Be sure to use the correct section of the answer sheet when you begin each test.

At the top of the answer sheet, you'll see a box with the title Practice Items. We'll do a few practice items together now to make sure you know how to use the answer sheet. Is everyone ready? (Pause)

Here's a question like you might see in the math test: Which of the following has three sides?

Then you would see four possible answers, like this (point to the answer choices for item 1 that you have written on the chalkboard). **What's the correct answer?** (Pause)

That's right, it's a triangle. And that's choice C. So to show the correct answer, you would fill in the circle marked C in the top row -- the row marked number 1 in the Practice Items box. Do that now. (Pause) **Does everyone understand what they're supposed to do?** (Pause)

Here's another practice item, also about math: What is the sum of 3 and 5? Look at these four possible answers (point to the answer choices for item 2 that you have written on the chalkboard). **What's the correct answer?**

That's right, it's 8. That's choice B, so you would darken in circle B in the second row of the Practice Items box. Do that now. (Pause)

Our last practice item is a different kind of question. It's called a survey question, and it doesn't have a right or wrong answer -- you just answer what is true for you. Here's an example: How much do you like to read? The four answer choices are like these written on the chalkboard (point to the answer choices for item 3 that you have written on the chalkboard). **You need to decide for yourself what's true FOR YOU and darken in that circle in the third line in the Practice Items box. Are there any questions about what you're to do?** (Pause) **Fill in the circle to show what's true for you.**

We're ready to begin the test now, but before we start, I want you to go back and look at the three circles you filled in for the Practice Items. When you're taking the test, be sure that each mark you make is dark and completely fills the circle. Don't make any EXTRA marks on your answer sheet; they might get counted as wrong answers.

Be sure that the question number you're answering matches the number of the row you're filling in on your answer sheet. Fill in just ONE circle in each row. If you fill in more than one, the answer will be counted as wrong. If you want to change an answer, that's OK; but be sure to erase the first mark completely. Ready for the test? (Pause for questions.) **Let's begin!**

PART 6: RETURNING MATERIALS

If this is the final test in the assessment for this group of students, check students' answer sheets carefully to be sure that the front side has been completed properly. Return the test booklets and other materials to your School Test Coordinator. This test administration manual may be retained for future reference. IEP teams and those working on 504 plans may wish to refer to the test administration manual throughout the year during educational planning.

READING/LITERATURE AND MATHEMATICS MATERIALS MUST BE RETURNED TO YOUR SCHOOL TEST COORDINATOR BY THE END OF THE DAY APRIL 16, 1999. SCIENCE AND SOCIAL SCIENCE MATERIALS MUST BE RETURNED TO YOUR SCHOOL TEST COORDINATOR BY THE END OF THE DAY APRIL 23, 1999.

PART 7: GUIDELINES FOR INCLUDING STUDENTS IN TESTING:

STANDARD ADMINISTRATION, MODIFIED ADMINISTRATION, AND EXEMPTION FROM TESTING

These assessments are designed for all students. Since the test results are likely to be used to review the effectiveness of curricular programs, it is very important to have all schools and districts making consistent decisions when exempting students from participation in the Oregon Statewide Assessment Program, or modifying their assessment.

Every student is expected to be accounted for in the assessment. There are three categories of assessment participation: 1) participated under standard test administration conditions; 2) participated under modified test conditions; or 3) exempted from participation in the test. An answer sheet for each test must be submitted for EVERY student with the appropriate demographic information (name, grade, sex, etc.). Students who take the test under modified conditions should complete their work with the answer sheet marked with the appropriate modification code in the "Exemptions & Modifications" grid. Specific information about exemptions and modifications follows.

Students in ungraded programs should be accounted for on the basis of their age at the beginning of the school year (i.e., 10 years = 5th grade, 13 years = 8th grade, see page 1 for the definition of a 10th grade student).

Students with Disabilities

Federal requirements under Public Law 103-366 (the Americans with Disabilities Act), IDEA (Individuals with Disabilities in Education Act), and the Rehabilitation Act of 1973, Section 504, require that individuals with disabilities be given equal opportunity to participate in, benefit from, and have appropriate modifications to provide access to any program or activity customarily granted to all individuals. Therefore, all students with disabilities are eligible to participate in the Oregon Statewide Assessment Program. **Each student must be considered individually and not on the basis of the category of his/her disability.**

For special education students, the IEP team including the student's parent or guardian makes the decision to have the student participate under standard test administration conditions, to modify the test administration conditions for the student, or to exempt the student from testing. For students in special education programs, information about modified testing or exemption from testing should be addressed on the student's Individual Education Program (IEP). For students covered under Section 504 of the Rehabilitation Act, such information could be included in the student's 504 plan.

Test administration under standard conditions essentially means that the student takes the test in a manner consistent with the test administration manual and certain allowable accommodations. For example, any student may be given additional time to complete the test or may take the test in an environment conducive to working effectively. Accommodations allowed under standard administration do not change the content of what is being tested. (See the table on page 12 for clarification of the accommodations allowed under standard test administration.)

Test administration under modified conditions may be appropriate for some students with disabilities. It is never acceptable to mark "modified" in order to have a student's score removed from school averages. The only time to mark "modified" is when the IEP or 504 plan indicates that a student "needs" it or when the student is an English Language Learner testing under modified conditions. Individuals who participate in the Oregon Statewide Assessment Program under modified testing conditions will have their tests scored and returned, but their scores will not be included in the school, district, or state level averages. (See the table on page 12 for examples of modified test administration.) It is important to note that the list of modifications is not an exhaustive list.

The decision to **exempt a student from testing** for students with disabilities must be made individually

for each student with an IEP by the IEP team that designs the student's individualized educational program and for each student eligible under Section 504 in conjunction with the student's 504 plan. The decision must be documented in the student's IEP or 504 plan. Note: The existence of an IEP does not automatically exempt a student from testing. In addition, exemption from one test, for example mathematics, does not automatically exempt a student from other state tests in other content areas. Separate decisions must be made for each test included in the Oregon Statewide Assessment Program.

The following issues should be considered when making a decision to **exempt** a student from participation in the Oregon Statewide Assessment Program under standard conditions or to modify the testing procedures:

- The student has a severe disability and the IEP does not support the general education curriculum or the Certificate of Initial Mastery standards (e.g., the student's IEP emphasizes life skills).
- The student is unable to participate in the particular test either under standard assessment conditions or with modifications.

English Language Learners (ELL) and Non-English Proficient (NEP) Students

Federal law, including the Civil Rights Act of 1964 and ensuing case law, and the Improving America's Schools Act, requires that non-English proficient students be given equal opportunity to participate in and benefit from any program or activity customarily granted to all students.

Therefore all ELL, NEP, ESL and/or bilingual students should be considered eligible to participate in the Oregon Statewide Assessment Program.

Who makes the decision? A teacher and instructional team who know the individual student should make a decision, in consultation with the student's parent or guardian and/or the student to have the student tested under standard conditions, to modify the test conditions for the student, or to exempt the student from test participation. It is important to note that exemption from one test, for example, mathematics, does not automatically exempt a student from tests in other subject areas. Each student must be considered individually for each assessment on the basis of proficiency in English, Spanish, or Russian, not on participation in a particular program nor identification as a bilingual or NEP student.

Test administration under standard conditions means that the student takes the English language version or the side-by-side Spanish/English or Russian/English version of the mathematics test.

Students proficient in English -- scoring a 4 or above on the English reading and writing sub-tests of the Woodcock/ Muñoz or an equivalent score on another English literacy (reading and writing) assessment are considered eligible to take the English language version of the tests.

Students who score above a 1 in either English, Spanish, or Russian are considered eligible to participate in the Oregon Statewide Assessment Program using the side-by-side version of the mathematics test.

Exemption from test participation. Students who are not literate -- who score at a 1 in their native language and a 1 in English on the reading and writing sub-tests of the Woodcock/Muñoz, who receive a similar score on a comparable reading and writing language proficiency test, or who have consistently demonstrated an inability to interact with written Spanish, Russian, or English, may be exempt. An answer sheet should be submitted for any student who is exempted from the assessment with the appropriate exemption field coded on the answer document. (Note: the LAS-O test should not be used to determine reading or writing proficiency.)

Home Schooled / Not Enrolled in District

Any child residing in the district who is not enrolled in a public or private school may request to participate in the state test. Students whose answer sheets are coded with #6 in the Exemptions & Modifications grid will receive an individual student report but their scores will not be included in the school, district or state averages.

Other

Parents who object to having their child participate in the Oregon Statewide Assessment Program (or specific tests) for religious or other reasons may have their child exempted from testing. The answer sheet should be coded #7 under Exemptions and Modifications.

Withdrawn From School/District

Use this code only when the student has a pre-printed answer document, but has withdrawn from the school. The student will not be counted in participation statistics.

PART 7: ADDITIONAL QUESTIONS OR INFORMATION

If you need additional clarification or information about test administration procedures, please contact your School Test Coordinator or District Test Coordinator. You may also contact staff members at the Oregon Department of Education, Office of Assessment and Evaluation by calling (503) 378-5585 ext. 257.

Thank you for your help in administering these Statewide Assessment tests. You should have classroom level results before the end of the school year; we hope you find them useful.

Review of Exemptions and Modifications				
Code	**Category**	**Test Written**	**Indiv. Scores**	**Scores in Averages**
1	Absent	No	–	–
2	Exempted – Non-literate in English, Spanish, or Russian	No	–	–
3	Modified Administration – Non-literate in English, Spanish, or Russian	Yes	Yes	No
4	Exempted – Students with Disabilities	No	–	–
5	Modified Administration – Students with Disabilities	Yes	Yes	No
6	Home Schooled / Not Enrolled in District	Yes	Yes	No
7	Other	No	–	–
8	Withdrawn from the school	No	–	–

MULTIPLE - CHOICE TEST ADMINISTRATION

Type of Adaptation	Standard Administration Allowable Accommodations (Applies to All Students)	Administration with Modifications (This is not an exhaustive list of modifications.)
Changes in timing or scheduling the assessment	• Extended time • Frequent breaks • Divide testing over several sessions • Administer at time of day most beneficial to student	
Changes in the test directions	• Read or reread directions to student * • Sign directions • Translate directions orally • Provide written version of oral directions • Simplify language in directions • Clarify directions • Highlight words in directions • Auditory amplification devices, hearing aids, noise buffers	• Repeat directions between each reading selection or between questions
Changes in how the test questions are presented	• Large print version of the test+ • Braille version of the test+ • Read mathematics, science, and social science items aloud to student* • Translate key words into language other than provided in the test • Visual magnification devices • Auditory amplification devices, noise buffers • Tactile representation of charts, pictures, tables, graphs, etc. • Administration of side-by-side version of mathematics test	• Translate test at the district or school level • Read the reading/literature test aloud
Changes in how the student responds	• Mark answers in test booklet if required by student disability; answers transcribed onto regular answer sheet by school staff • Dictate multiple-choice responses to a scribe* • Point to multiple-choice responses for a scribe*	
Changes in test setting	• Test an individual student in a separate location • Test a small group of students in a separate, but familiar location (e.g., Title 1 room) • Minimize distractions (e.g., study carrel)	
References and tools	• Calculator • Manipulatives • Masks/markers to limit distractions	• Electronic translation device

* Scribes, page turners, educational assistants, and others supporting a student's test taking must be neutral in responding to the student during test administration. Assistance in test administration must not give away the correct answer. The student's response must accurately represent the student's own choice.

\+ Braille and large print versions must be obtained from the Oregon Textbook and Media Center for the Visually Impaired, phone (503) 916-5840 x421.